

Senior Lecturer/Programme Manager

Department: HCS HE Department

Division: Corporate Nursing and Governance

Reports to: Head of Nursing, Midwifery and Allied Health Professional Education

JE Ref: HCS1119

Grade: CS13

JE Date: 05/07/2022

Job purpose

The Programme Manager is the senior professional responsible and accountable for expert academic leadership, management, and assessment, for the degree programme (undergraduate/postgraduate) they have been designated to manage and lead on, through collaborating with the Partner University Faculty Head of Department.

Manages and leads the degree programme delivery using appropriate teaching, learning and assessment methods, effecting any necessary modifications, communicating information to the relative module leaders and students; this includes facilitating professional interface links and ensuring effective programme planning, management, and review in accordance with the Partnership University Academic Quality and Standards and HCS policy.

Contributes to the development and implementation of policy and strategy for multi-professional health and social care Higher Education in accordance with national standards and Jersey policies, procedures, and legislation.

Job specific outcomes

1. Lead, develop, plan, implement and coordinate the delivery of effective, efficient and high quality contemporary undergraduate (Bachelor's, Master's) and postgraduate (Master's) degree programmes ensuring academic coherence and sustainability of the provision; this includes managing module allocation and delivery, timetabling, assessment scheduling, resource allocation, module review and modification, developing new modules, acting as the decision maker to co-ordinate the work of the module delivery team and undertaking academic administration relevant to the programme.
2. Manage recruitment and selection of undergraduate and postgraduate students including pre-registration nursing students and multi-professional post-registration

nurses, midwives, social workers and AHPs, ensuring that entry requirements are appropriate and liaising with the partner university admissions and registry teams.

3. Manage student academic pathways, providing expert direction, mapping academic pathway modules to organisational priorities, monitoring progress and acting on as required, responding to programme related academic queries from students, managing academic concerns raised by the module leaders, programme delivery team and academic quality services team, ensuring adequate level of academic and pastoral support for students and approving access arrangements and reasonable adjustments for students with specific learning needs.
4. Lead the design, development, maintenance, and effective delivery of the overall Higher Education programme (undergraduate Bachelor's, Master's, and postgraduate Master's degrees) in collaboration with the Partner University Faculty Head of Department and aligned with the Jersey Care Model.
5. Ensure effective communication systems and processes are in place, including mentoring and supporting new academic staff, briefing module leaders on programme specific issues, appropriate communication with academic partner university structures and dissemination of academic policies and updates.
6. Ensure current academic standards and quality regulations are applied within the HCS HE Department, including assessing and endorsing claims for Recognised Prior Learning (APCL, APEL), engaging with student progression, withdrawal and mitigating circumstances processes, managing academic malpractice, managing an NMC live register of assessors and supervisors, and maintaining a live register of university approved lecturers.
7. Engage routinely within the HCS HE Department, at university partner level, and where appropriate, with external statutory and professional bodies including NMC, HCPC and Advance HE, including leading on and managing the process for regulatory body accreditation and/or approval of programmes where required; this includes representing HCS HE Department at a range of operational and strategic meetings.
8. Confirm student summative assessment marks and attend and fully participate in the partner university degree examination board processes including Module Assessment Board and Programme Progression & Award Board, to present marks on behalf of the module leaders for all of the modules within the programme responsible for, including presenting students for the conferring of relevant degree award.

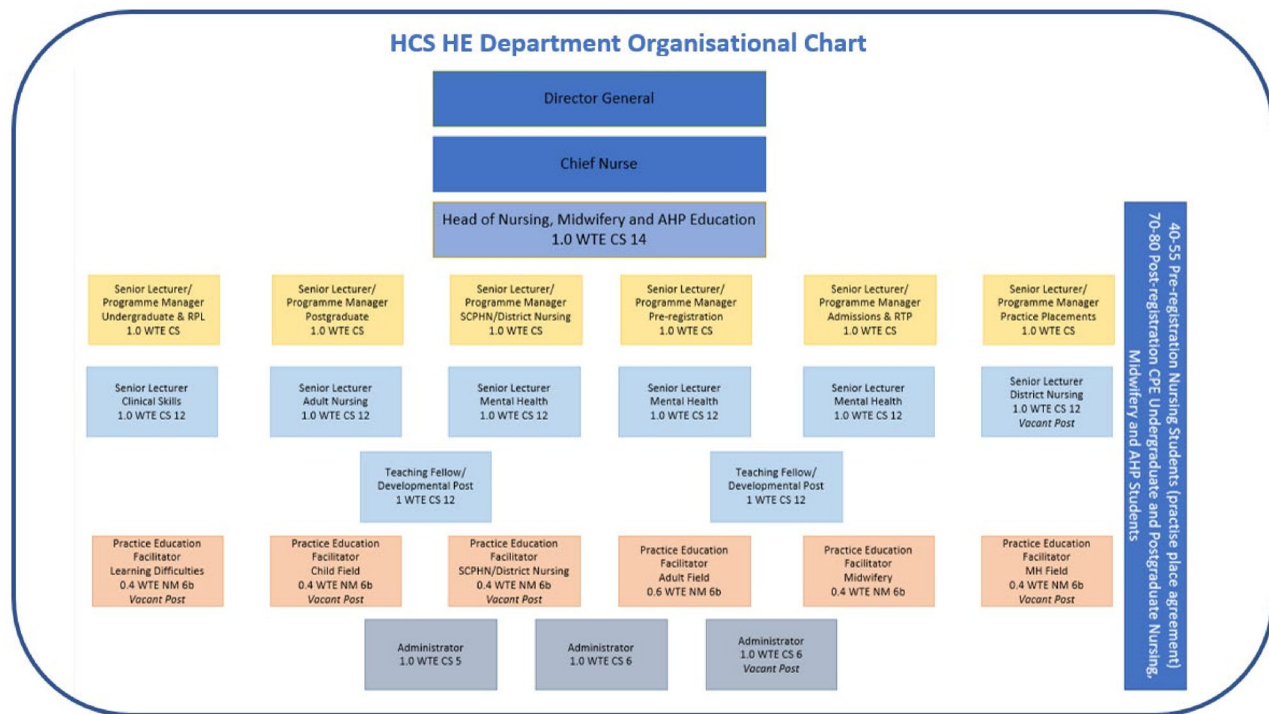
9. Fully engage with the quality assurance and enhancement activities that relate to the programme, in liaison with the academic partner quality managers and the core faculty and academic standards team. This includes course validation and revalidation, annual quality monitoring, risk assessing practice placement areas, liaising with external examiners, module assessors and quality assurance monitors.
10. Actively engage in and lead primary pedagogical/clinical research and scholarly activity disseminating the outcomes through presentations at conferences and publication in professional and clinical journals, which constitutes 20% of the role; this includes supervising postgraduate students undertaking primary research.
11. Undertake periodic review of the partnership contract, active collaboration, and participation in the HE tendering, and procurement process for university partnership contract, and responsibility for taking forward new programme proposals in accordance with the Partner University Faculty Learning and Teaching Strategy Committee, University Board of Studies, and the Jersey Care Model island wide priorities for health and social care education requirements.

Statutory responsibilities

Active engagement, participation, and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

This role is politically restricted. The job holder is not permitted to undertake political activity involving standing for election to the Government or as a Parish Constable, or publicly supporting someone who is standing for election or playing a public part in any political manner.

Organisation chart



Person Specification

Specific to the role

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p>Qualifications</p>	<p>PhD, EdD, Professional Doctorate or willingness to complete within an agreed timeframe of commencing post.</p> <p>Master's degree in a relevant subject.</p> <p>Minimum of a Post-graduate Certificate in Education/Academic Practice.</p> <p>Bachelor's degree in a health-related subject (classification 2:1 or above).</p> <p>Senior Fellowship of the Higher Education Academy or evidence of activity commensurate with Senior Fellowship, along with a commitment to obtain Senior Fellowship once in post.</p> <p>Minimum 5 years previous teaching experience within a Higher Education Institution (HEI) university setting.</p> <p>Registered with the NMC and recorded as NMC Teacher</p> <p>Registered nurse with experience and knowledge to enable credibility to deliver education to support, develop and prepare the registered health and social care workforce from pre-registration to newly qualified entry to the register, to senior management team and advanced clinical practice levels.</p>	<p>Minimum 5 years' experience at senior level in healthcare role prior to move to academic practice.</p> <p>External Examiner course registerable with Advance HE</p>

<p>Knowledge</p>	<p>Knowledge gained from working at a senior level in a healthcare organisation.</p> <p>Evidence and commitment to relevant continuing professional development in accordance with the NMC and with the UK Professional Standards Framework for Higher Education</p> <p>Possess the analytical ability to continually assess and evaluate education and skills development strategies, reflecting upon and responding to feedback, identifying areas for further development.</p> <p>In-depth knowledge of the higher education environment and the challenges facing HEIs.</p> <p>Extensive knowledge and understanding of current educational theory and practice and its impact on creating a high-quality learning environment.</p> <p>Proven and sustained track record of contribution to the development of policy and practice in teaching and learning support.</p> <p>In-depth knowledge of local and national healthcare agendas/strategy and policies and how health and social care education provision can be aligned to this.</p> <p>Sustained experience of leading evidence-based service improvement and innovation through service/practice development initiatives, scholarly activity, and research.</p>	
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<p>Technical / Work-based Skills</p>	<p>Possess a wide range of information technology skills. i.e., Microsoft Teams, Word, PowerPoint, Excel, Publisher</p> <p>Experience working with Virtual Learning Environments.</p> <p>Working knowledge of data management packages to enable advising and supporting students in the use of these i.e., SPSS, CAQDAS, NVivo.</p> <p>Ability to analyse data to inform service delivery.</p> <p>Ability to engage individuals and motivate and support them to be educationally informed to work to high standards within their health and social care role.</p> <p>Ability to keep abreast of and lead developments in teaching and educational scholarship.</p> <p>Ability to work under pressure and within tight time constraints, whilst remaining calm and able to use initiative to make informed decisions.</p> <p>Excellent communication and presentation skills.</p> <p>Communicate across HCS and the wider Government of Jersey departments (including CYPES and Justice & Home</p>	

	<p>Affairs), General Practice Settings, FNHC and Jersey Hospice Care, and external businesses e.g, Care Homes and Private Care providers, where health and social care professionals are employed.</p> <p>Experience of membership of senior committees within HCS, the wider Government of Jersey, the university partner and/or national subject expert committees.</p>	
<p>General Skills/Attributes</p>	<p>Excellent interprofessional and interagency communication skills, demonstrating assertiveness, negotiation and persuasion skills and ability to build effective professional relationships at all levels and with a wide range of individuals, groups, and organisations both in Jersey and nationally.</p> <p>Proven ability to work autonomously, be highly motivated and conscientious and exhibit the capacity for independent responsible professional decision making in delivering quality service provision, ensuring strategic/departmental targets are achieved.</p> <p>Capacity to engage with and work within academic groups.</p> <p>Evidence of dynamic leadership style, proven leadership skills and ability to be a role model for others. A strong team player who can lead professionally as a role model.</p> <p>Ability to lead, co-ordinate, mentor and support a team of staff involved in teaching including teaching fellows,</p>	

	<p>sessional teaching staff, practice partners and experts by experience.</p> <p>Proven track record of working effectively in a rapidly developing academic environment.</p> <p>Considerable experience and confidence in prioritising and managing own and programme delivery team's workload based upon urgency and assessed level of need and risk.</p> <p>Ability to work flexibly, under pressure and to tight deadlines.</p> <p>High level of reasoning skills and ability to problem solve.</p> <p>Flexible and adaptable, willing to challenge and innovate.</p> <p>Sustained evidence of change management skills with and understanding of project implementation and delivery.</p> <p>A sustained record of initiating and leading improvements in the quality of teaching and learning.</p> <p>High level of competence in IT skills and an ability to harness IT as a teaching tool.</p> <p>Willingness to undertake academic activities in the evening when necessary and participate in occasional weekend activities such as career's fairs and recruitment days.</p> <p>Strong relationship building skills and a track record of diplomacy when dealing with</p>	
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	<p>staff, colleagues inside and outside of the department, politicians and the public.</p> <p>Knowledge of performance management and understanding of performance metrics.</p> <p>Demonstrate intellectual rigour.</p> <p>Establish a positive ethos and motivate and inspire students.</p>	
<p>Experience</p>	<p>Experience of engaging with education providers to enable delivery of Corporate Strategy and Business Plans that support the development and growth of the local workforce and promotes Jersey's brand as an employer of choice.</p> <p>Experience of working in a senior level/programme managerial role within a HEI university setting in order to understand the complexities of a HEI in terms of operational and strategic management.</p> <p>Experiences of programme and/or team leadership.</p> <p>Previous research supervision experience at a minimum of Master's degree level.</p> <p>Significant experience of managing and leading teaching and assessment at undergraduate and postgraduate level.</p> <p>Evidence of innovation in and experience of leading course and programme development, including course design and delivery.</p>	<p>Previous experience in a senior clinical managerial role, in order to understand complex healthcare organisations in terms of operational and strategic management.</p> <p>A significant record of holding External Examiner roles with UK universities.</p> <p>A record of holding external expert panel roles in HEI institutional and/or regulatory organisational programme approval/validation/revalidation/accreditation events.</p>

	<p>Experience of internal expert panel input into Professional Regulatory Body accreditation processes (i.e., NMC programme approval events).</p> <p>Experience of internal expert panel input into institutional programme validation/revalidation approval events.</p> <p>Experience of external examining at UK universities.</p> <p>Evidence of scholarship in the area of practice.</p> <p>An established professional/teaching/research profile.</p> <p>Experience in the supervision and management of staff, including the ability to induct, mentor and support new academic staff to the HCS HE team.</p> <p>Proven awareness of student pastoral needs, wellbeing, and available support services.</p> <p>Experience of providing tutorial and counselling advice to undergraduate and postgraduate students.</p> <p>Demonstrable experience of developing staff and teams including those external to own workplace/department.</p> <p>Lead the development and delivery of strategy.</p>	
<p>Criteria relating to Safeguarding</p>	<p>Require enhanced DBS</p> <p>Applied knowledge, understanding and experience of safeguarding.</p> <p>Applied knowledge, understanding and experience</p>	<p>Neurodiversity training.</p>

	of working with neurodivergent individuals.	
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Core Accountabilities, Attributes and Behaviour Indicators

Delete as appropriate:

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey tier 4 core accountabilities attributes and behaviour indicators.